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ABSTRACT

For much of Maryland's history, formal education was a privilege, not a right. The notion that statewide public education was a public responsibility came slowly, and the institutional system that developed to provide such an education emerged only after considerable debate and experimentation. Education of the female, black, poor, and orphaned was generally neglected during the colonial period. During and immediately after the Revolution, the free school system changed, but did not markedly improve in Maryland. By the late eighteenth century many county schools had united with or were absorbed by private schools or academies with stronger financial support. Between 1798 and 1821 at least 24 academies were established, many of which received state aid. During the early nineteenth century Marylanders gradually began to perceive the necessity for a uniform system of education for all students. With an act of the General Assembly in 1916, Maryland finally and fully recognized the value of education and the essential role of state and local government in providing public education. Although this legislation has been amended often, it remains today the basic statutory authority for Maryland's educational system. The document includes "Appendix A: The Rise of Maryland Academies, 1778-1867" and "Appendix B: Records Relating to Education at the Maryland State Archives." (BZ)

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Piety, Chastity, and Love of Country

Education in Maryland to 1916

ED276631

by Margaret Lynne Browne and Patricia M. Vanorny

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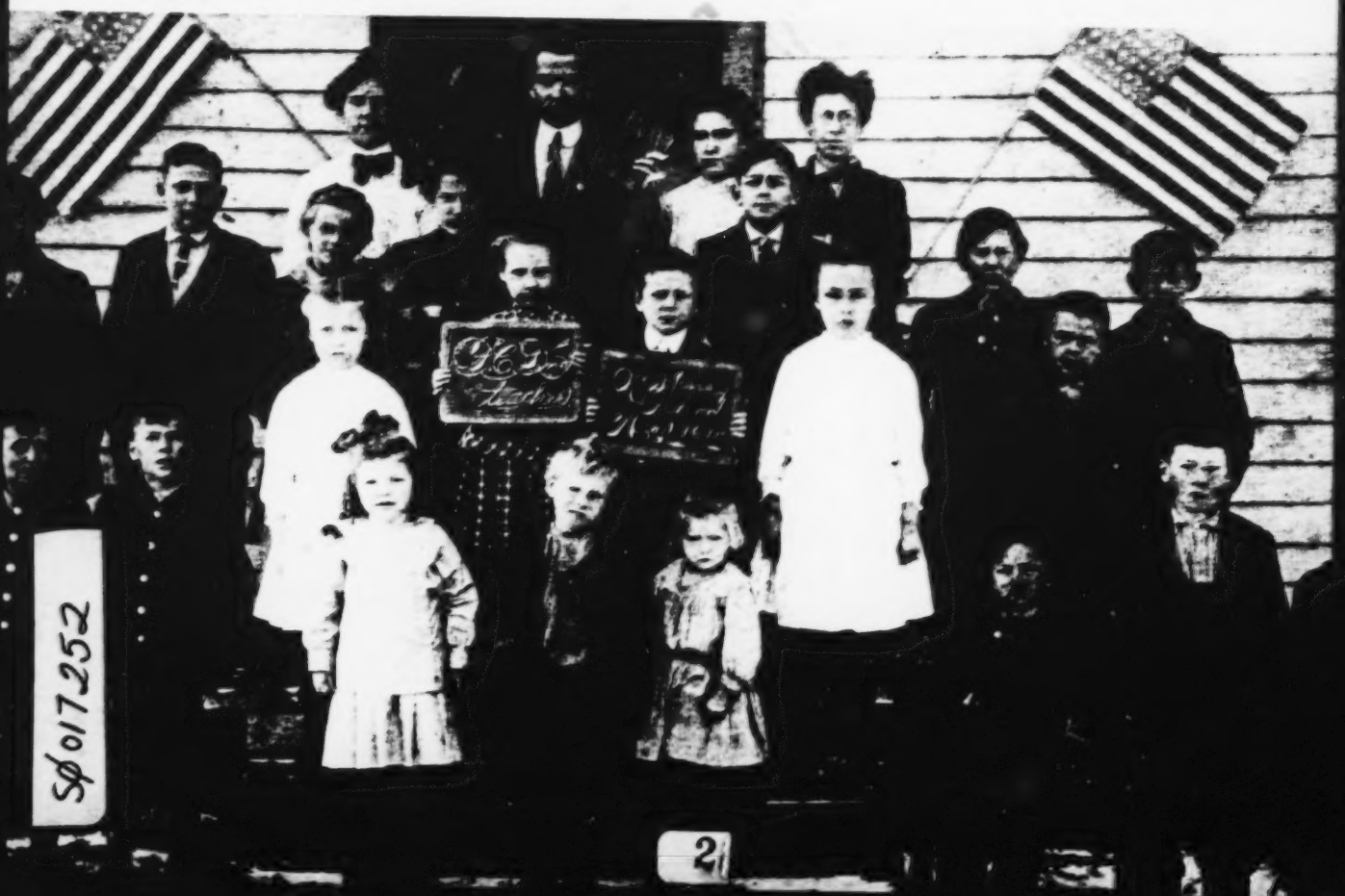

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Front cover: Old McHenry schoolhouse, Garrett County, ca. 1910. Robert G. Merrick Photographic Archives, MdHR G1477-5617.

Public education today is regarded as an inalienable right and its support the taxpayers' duty. In Maryland, over 20,000 professionals and ancillary staff administer and implement a public education program that requires nearly a third of the annual state budget. Such was not always the case. For much of Maryland's history, formal education was a privilege, not a right. The notion that statewide public education was a public responsibility came slowly, and the institutional system that developed to provide such an education emerged only after considerable debate and experimentation.

Garrett County schoolhouse interior, n.d. Robert G. Merrick Photographic Archives, MdHR G1477-5704.

Colonial Education

Education in provincial Maryland was a matter of choice—choice, that is, for the wealthy who were able to hire tutors or send their children to the College of William and Mary in Virginia, to England, or to the continent for an education. Formal education for everyone else was difficult, or impossible, to attain. Practical knowledge acquired through experience, enhanced by a rich oral tradition, constituted the educational experience of most colonial Marylanders.

Despite the general absence of educational institutions in colonial Maryland, the schooling of the province's youth was not entirely ignored by leaders of the colony. As early as 1671, an act was introduced in the Maryland General Assembly for "the founding and erecting of a school or college within this province for the education of youth in learning and virtue." The Lower House, mostly Protestant, approved the act with the provision that there be separate schoolmasters, one Protestant and one Catholic. Not surprisingly, this measure failed to pass the predominantly Catholic Upper House.

A 1696 act created a corporation of twenty persons called the Rectors, Governors, Trustees and Visitors of the Free Schools of Maryland, a self-perpetuating body that would control schools in the province. This group had the power to govern the schools set up under this act and to receive public and private donations for their support. Free schools were contemplated for each county, and an import tax for the support of these schools was collected between 1696 and 1723. The only tangible result of the act, however, was the founding in 1696 of King William's School in Annapolis.

In 1723, the legislature passed an act that provided for a school and a seven-member board of visitors for each of the twelve counties then in the province. These self-perpetuating boards of visitors were to govern the schools, receive donations, appoint masters, and hold property. Schoolmasters were required to provide a "liberal and pious education of the youth of this province. . . improving their natural abilities and acuteness. . . so as to be fitted for the discharge of their duties in the several stations and employments they may be called to. . . either in regard to church or state."

Subsequent school legislation from 1723 through the Revolution was minor and related to such matters as dividing funds and naming visitors when a new county was formed. The act of 1696 establishing King William's School produced no other long-lasting institution. The act of 1723 creating county boards of visitors fostered little growth in the free school system. Some county schools flourished and others did not. Success or failure depended mainly on the visitors' interest and the dependability of the schoolmasters. Masters could be anyone from an educated gentleman to an indentured servant or convict, and often the least qualified would serve because of the meager pay offered.

One school founded during this period was the Anne Arundel County Free School, which opened about 1725. This school is particularly noteworthy, since it remained in operation until 1912 and it is today the only surviving school of its type in Maryland. The Anne Arundel County Free School is located off Rutland Road in the community of Lavall, a short distance outside Annapolis. Owned by the county board of education, the school is leased to Anne Arundel Heritage, Inc., a local preservation organization, which is restoring the building for use as a historical museum and meeting place. When restoration is complete, the Anne Arundel County Free School will provide a unique opportunity to see the type of structure successfully erected and supported by a Maryland county in the early eighteenth century.

Despite the success of the Anne Arundel County Free School, the cost of establishing and sustaining a county school proved too burdensome for most Maryland counties. School closings and consolidations were the result. Due to limited local resources, for example, the schools of Somerset and Worcester counties united in 1770 to form the Eden

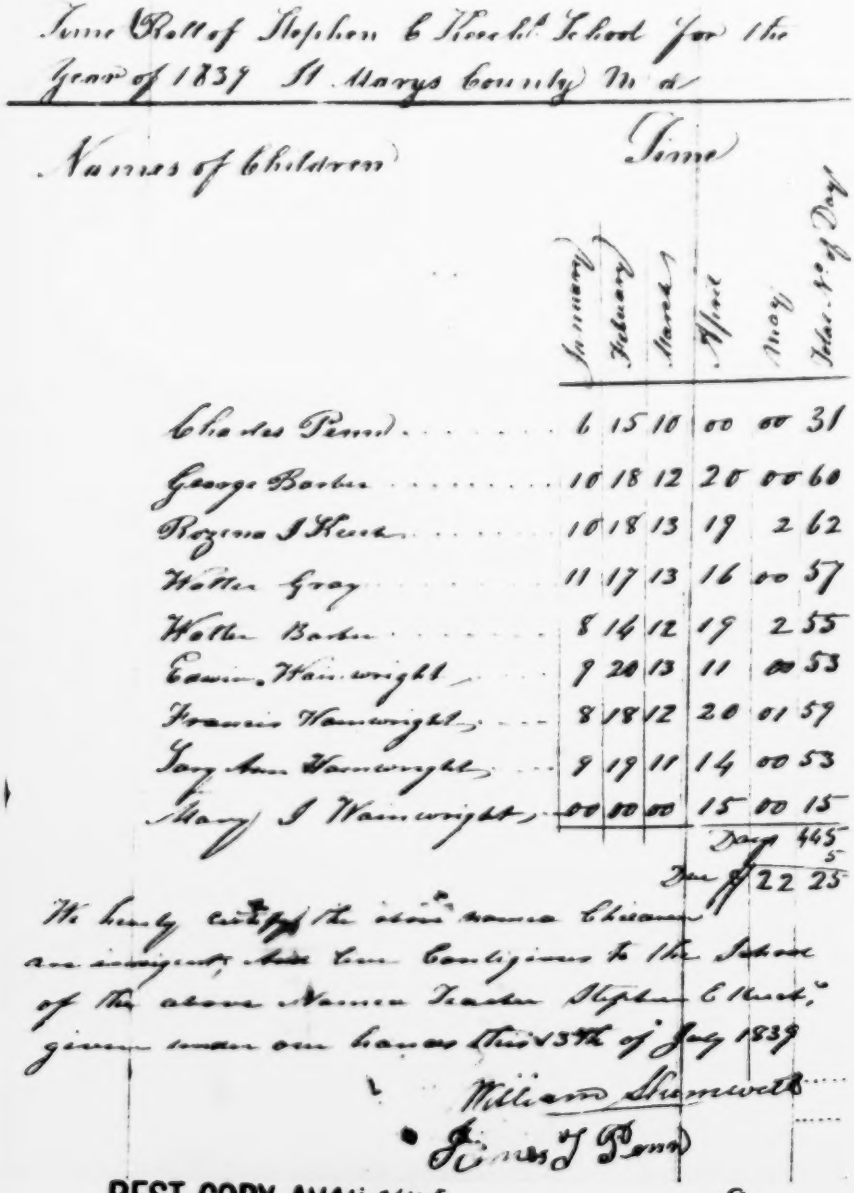
The restored Anne Arundel County Free School, 1983. Courtesy of Joseph L. Browne.

School. Schools in St. Mary's, Charles, and Prince George's counties combined in 1774 to form Charlotte Hall School. Large private subscriptions were raised for the support of these schools. Evidently some people realized that better pay would attract better teachers, and that good teachers were fundamental for a successful local school.

The education of the poor, orphaned, black, and female was generally neglected during the colonial period. In addition, the so-called "free schools" established in the eighteenth century generally charged a modest tuition to the free, white males who attended. Not until 1728 did any school board waive the tuition requirement for a few poor pupils. Other efforts to broaden educational opportunities stemmed from private endeavors. In 1750, for example, the Rev. Thomas Bacon, rector of St. Peter's Parish in Talbot County, began a charity working school for the maintenance and education of orphans, poor children, and blacks. He sold subscriptions to support the school, which was based on his idea to rescue the poor "from ignorance, idleness, vice, immorality, and infidelity" and to save their souls. Bacon purchased one hundred acres of land and built a brick house for the school. Records do not indicate how long this school lasted. It probably ceased to exist after Bacon's death in 1786, if not before.

Most girls received no formal education outside the home. During the late colonial period, however, several private masters offered schooling for young ladies. At Mary Salisbury's school in Annapolis in 1754, for example, the young woman was instructed in "French, all sorts of fine needlework . . . and every other curious work which can be performed with a needle and all education fit for young ladies except dancing."

Time roll of Stephen C. Keech, a teacher in St. Mary's County in 1839. It shows the names of the indigent children, days of attendance, and amount due Keech from the charity school fund. The rate was figured at $.05 per poor pupil. From St. Mary's County Board of County Commissioners (School Papers) MdHR 20,274-2-2.



Time Roll of Stephen C Keech Teacher for the Year of 1839 St. Marys County Md

Names of Children	Time					
	January	February	March	Whole	Half	Total No. of Days
Charles Pond	6	15	10	00	00	31
George Barber	10	18	12	20	00	60
Rozier J Keech	10	18	13	19	2	62
Walter Gray	11	17	13	16	00	57
Walter Barber	8	14	12	19	2	55
Edwin Wainwright	9	20	13	11	00	53
Francis Wainwright	8	18	12	20	01	59
Jonathan Wainwright	9	19	11	14	00	53
Mary J Wainwright	00	00	00	15	00	15
					Days	445
					Dec 5	22 25

We hereby certify the above names Children are indigent and entitled to the Salary of the above Named Teacher Stephen C Keech given under our hands this 13th of July 1839

William Stonestreet

James J Pond

The New State

During and immediately after the Revolution, the free school system changed, but did not markedly improve in Maryland. The school visitor system had weakened considerably over the years until it provided little guidance. Gentlemen of means still sent their children abroad. Many of the more wealthy planters and tradesmen imitated this practice. This left only those of moderate to low income to patronize the schools. The wealthy did not

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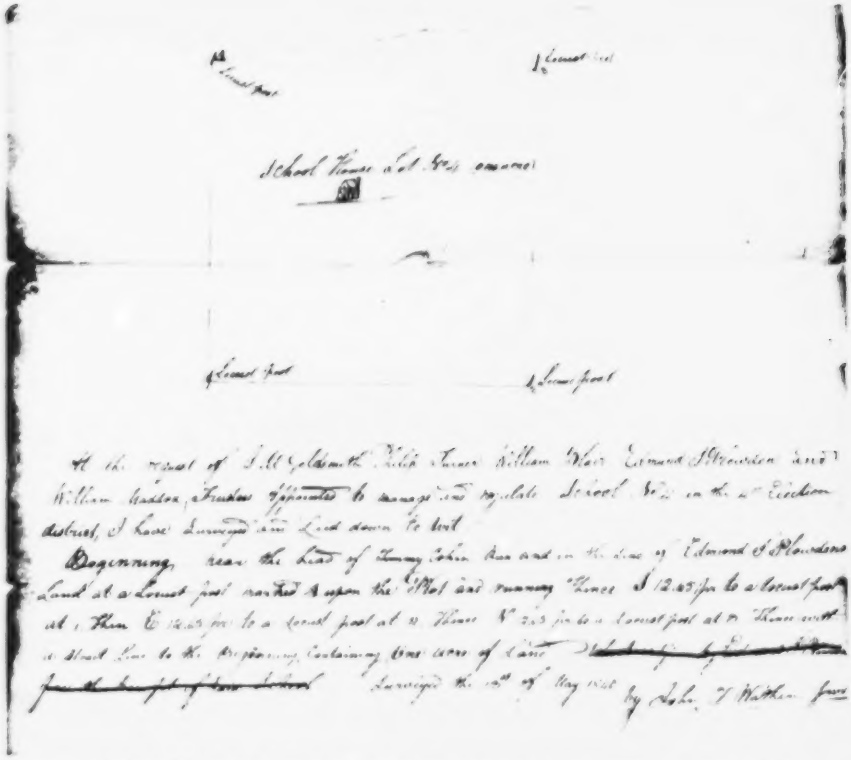
believe in contributing to the education of the poor, except by voluntary charity.

By the late eighteenth century many county schools had united with or were absorbed by private schools or academies with stronger financial support. For example, Calvert County School merged into Lower Marlborough Academy in 1778; King William's School merged with the newly founded St. John's College in 1786; Talbot County School sold its property and consolidated its funds with Washington College in 1782; Cecil County School was given to the trustees of the poor in 1788; and Frederick County School became Frederick College by 1830.

After 1798, there was a surge in the incorporation of academies (*See* list in Appendix A). These academies were founded by men who desired a good education for their sons, but probably were inconvenienced economically by sending their children abroad. Initially built and staffed by private funds, the academies were a suitable solution. Each academy was governed by a self-perpetuating body of visitors or trustees who supervised operation of the school and managed the funds from public and private sources. Between 1798 and 1821 at least twenty-four academies were established, many of which received state aid. From time to time there were proposals to withdraw the academy appropriations and donate them to the free schools, but these proposals were never enacted.

During the early nineteenth century Marylanders gradually began to perceive the necessity for a uniform system of education for all students. In 1813 the General Assembly established a general education fund by extending bank charters to 1835 on the condition that each bank pay $20,000 annually into a state fund for supporting county schools. In 1814, the state levied on banks an annual tax of $.20 on every $100 of capital stock. The Treasurer of the Western Shore was directed to invest the funds raised from this levy in stock of the Commercial and Farmers' Bank and Mechanics Bank, both of Baltimore, as an additional source for the free school fund. The fund was to be equally divided among the counties.



Survey and plat of School House Lot 4 in Election District 4, St. Mary's County, 1840.

Distribution of the school fund commenced with the passage of two laws in 1817. The first law established commissioners of the school fund in each county to receive and disburse monies. A second act marked the first instance of direct taxation for school purposes, since each county levy court was given authority to impose a tax for education of the poor. Neither law succeeded, because state funds were inadequate and local governments failed to pursue satisfactorily their new powers and responsibilities.

During the next forty-seven years the General Assembly enacted many laws dealing with county agencies charged with the receipt and disbursement of state school funds. Depending on the county, the agency might be the orphans court, levy court, county commissioners, or a group of school officials. Diversity and change seemed to govern the education system. The one attempt at statewide standardization was probably doomed from the outset.

An 1825 act provided what many people hoped would become a statewide general education system. The office of Superintendent of Public Instruction was created to prepare plans for an educational system and to manage it once the plan was implemented. The act also provided for nine commissioners and up to eighteen inspectors of the primary schools for each county. These officials were given authority to establish school districts, distribute state and county funds, certify teachers, and examine schools. District trustees were charged with the management of individual schools. The effectiveness of this comprehensive plan was diminished by the provision that the act would be operative in a county only when ratified by a majority of the voters. Few counties ratified the act, and most that did changed the system in subsequent

years.

The act of 1825 had two other defects. First, most of its provisions were borrowed from New England states that operated under a highly organized township system. The local administrative focus provided by township government was largely lacking in the larger, less tightly structured Maryland counties. Second, funding was insufficient for the grand design that was planned. Passage of the act did, however, symbolize final recognition that the state must assume responsibility for providing primary schools for Maryland children.

A number of counties and Baltimore City did manage to organize adequate systems of public education. Financial support came from state aid supplemented by special taxes and local legislation. Other counties made little headway in the education of children. Periodically, efforts were made to divert monies from the academies to the primary schools, but these measures usually failed. Academies remained strong and retained a large portion of the state monies devoted to education. Uniform systems of public education were discussed in legislative committees in 1837 and again in 1842, but the General Assembly failed to take any positive action.

The Constitutional Convention of 1850 seemed to be the perfect opportunity for a consideration of statewide general education. While education was not a primary issue, the delegates to the convention did discuss it at great length. The report of the Committee on Education in-

Black school children in front of their Harford County School. They are saluting the flag in the manner commonly used prior to World War II, n.d. Courtesy of the Afro-American History and Culture Commission, DECD.

cluded four recommendations: a permanent and adequate school fund, a uniform system of education, a superintendent of education, and a state normal school. These proposals were debated but never incorporated into the constitution.

Foundations of a Modern Educational System

Discounting the abortive 1825 law, the Constitution of 1864 was the first legal enactment for a uniform system of public schools in Maryland. That Constitution mandated that the General Assembly establish an educational program at its 1865 session. The resulting legislation instituted a highly centralized state educational system. A State Board of Education supervised all colleges and schools receiving state funds, selected uniform series of textbooks, adopted comprehensive rules and regulations, and appointed school commissioners for each county. The State Superintendent of Public Instruction, as administrative officer of the state board, supervised execution of state policies and regulations, which included an annual inspection of every school in the state.

All powers regarding schools previously vested in various county officials were transferred to a board of school commissioners in each county. These county boards changed boundaries of school districts, built schoolhouses, hired school teachers, disbursed funds, and carried out state policies. The board positions were held by prominent men who earned salaries ranging from $700 to $1,200 annually. The president of the county board functioned essentially as county superintendent of schools.

A number of provisions of the 1865 law pertained to teachers. Legally no teacher could be hired unless he or she had a certificate issued by the state superintendent or by the president of the county board. The county certificates had a three year duration and were obtained upon graduation from the State Normal School and annual attendence at a six-day teachers' institute. Teachers taught seven subjects and were required "to impress upon the minds of youth . . .the principles of piety and justice, loyalty and sacred regard for truth, love of their country, humanity and benevolence, sobriety, industry, and chastity."

The 1865 law finally recognized the right of black children to a free public education, but only if the taxes collected from black county residents were sufficient to support a segregated school.

The 1865 statute provided for one high school in each county, in which both males and females were to study English, sciences, Latin, Greek, and math. State donations previously made to the academies, plus any private donations, would constitute the annual appropriation for a high school fund. Academies would continue to receive state donations until the high schools were built. Only Cecil, Talbot, and Worcester counties managed to found new high schools. In most other jurisdictions the old academies served as high schools. Another unqiue feature of the law was the establishment of a State Normal School for educating teachers of both sexes.

The 1865 public school law was a good beginning. During the 1866–67 school year, more than 71,000 children attended 1,279 schools and an average of $8.74 was spent on each student. Clearly, the emphasis was on uniformity and centralization. Although the law was successful in many respects, opposition to the extreme centralization of the educational system came from many quarters. Schools already in existence had been for years almost entirely under local control. Baltimore City had a well organized system of schools dating back to 1826. Thus, resistance to the new law was especially strong from this urban center. Baltimore City sought exemption from the law and refused to be brought into the centralized state system. The city school system did not adopt the prescribed textbook series until compelled to do so by a Court of Appeals decision, did not require teaching certificates, and charged tuition in the public schools, all clear violations of the state law.

Some Marylanders feared that members of the state board, all of whom held high political positions, might endeavor to advance partisan instead of educational interests. Other criticisms were leveled at the textbook purchasing practices, the expense of running the whole system, and the school fund distribution formula. Many of the wealthier counties paid a larger share into the fund than they received. All these problems led in 1867 to a reevaluation of the educational system.

The Constitution of 1867 and the subsequent 1868 law decentralized many aspects of the state school system. The offices of State Superintendent of Public Instruction and State Board of Education were abolished and general supervisory responsibilities at the state level were assigned to the principal of the State Normal School, who acted only on a part-time basis. Some centralization was restored in 1870 when the General Assembly established the Board of State School Commissioners to oversee public education programs, advise the county boards, grant teachers' certificates, and compile statistics for annual reports. In 1872 the name of this agency was changed to the State Board of Education. A 1900 law established the office of Superintendent of Public Education, but the position was largely titular.

The 1868 statute vested considerable power in the county boards of school commissioners. Depending upon the law applicable in a particular county, the commissioners were either elected by the voters or appointed by county commissioners, circuit court judges, or the governor.

The responsibilities of the county school commissioners remained substantially the same as those held by their predecessors, except that they possessed greater authority to set local policy. They executed state plans and provided for the construction, remodeling, and closing of all schools. The commissioners disbursed state and county funds for the operation of the school systems, and reported to the state board on schools, pupils, curricula, and expenditures. They could also change the boundries of school districts, investigate charges against teachers, and annul

teachers' certificates. To act as secretary, treasurer, and administrative officer of each county board, the school commissioners appointed a county examiner, who also had authority to issue teachers' certificates. In 1904 this office became the county superintendent of public education.

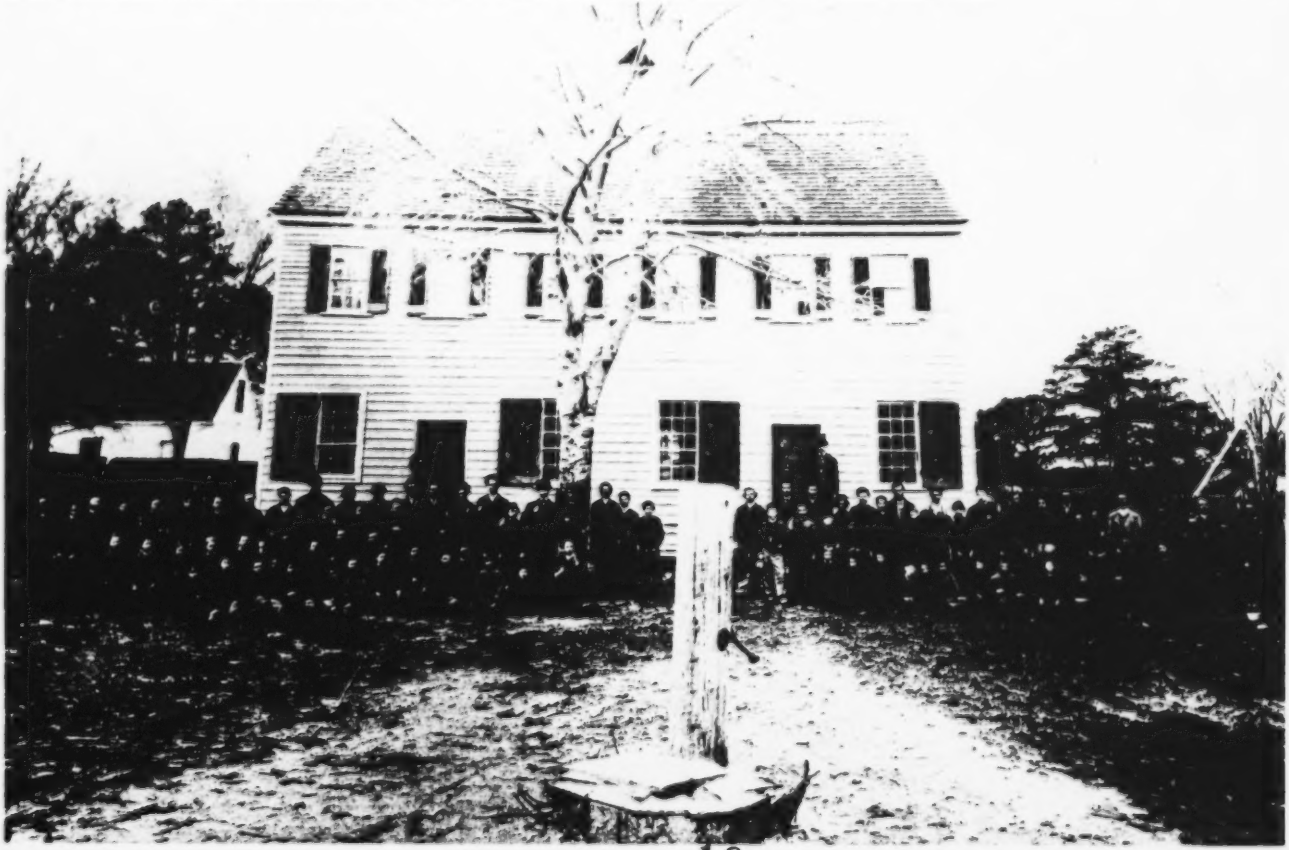
The 1868 law reestablished a system of school district trustees, similar to that in effect prior to 1865. The trustees maintained and managed the schoolhouses, employed teachers, and advised the school commissioners of needs for new or remodeled school buildings.

The curriculum as set forth in the 1868 statute included orthography, reading, writing, English grammer, geography, mathematics, U.S. history, U.S. and Maryland constitutions, and good behavior. Electives included algebra, bookkeeping, philosophy, music, drawing, physiology, health, and domestic economy. Prescribed class sizes remained the same—one teacher for every sixty children. If a school numbered over sixty, an assistant teacher would be hired, with an additional assistant being hired for each additional forty children. As under the earlier law, schools for black children were established with school taxes paid by black residents of the county. This practice was not changed until an 1872 law required every board of county school commissioners to establish at least one public school in each election district for black children regardless of the source of the taxes.

The importance of the 1868 law lay with its decentralization of the school system and restoration of the right of local self-government in school affairs. The citizens now had a voice in the management of their own schools. The academies and other endowed schools retained the rights they had prior to 1864. In order to benefit from further state aid, many academies voluntarily came under the control of the school commissioners, in most cases becoming the county high school. With minor changes, the public education system established in 1868 survived until the second decade of the twentieth century, when another major revision was deemed necessary.

In 1916 the General Assembly revised the state law governing public education. The name of the county agency responsible for educational matters was changed to the board of education, and these

Salisbury Academy, private school for boys, ca. 1860. Robert G. Merrick Photographic Archives, GI477-6473.



county boards were given greater discretionary authority. The law also provided for a State Department of Education, headed by a State Board of Education. The state board determined policy, interpreted and enforced school laws, and appointed the State Superintendent of Schools, while the state department administered the state school system.

Under the 1916 act, the governor appointed the members of the county boards of education. These boards assumed all the powers and duties formerly held by the school commissioners, plus additional responsibilities for the development and operation of schools in each county. In addition to fulfilling state requirements, each county board set its own education policies, allocated state and county funds, employed teachers and other personnel, determined the location and mode of construction of schools, and appointed a county superintendent of schools, subject to approval by the state superintendent. As secretary, treasurer, and administrative officer of the county board, the county superintendent executed state and county programs by making recommendations concerning school construction and employment of teachers and principals, assigning school personnel, preparing courses of study, receiving and preparing statistical reports, and maintaining records of students, teachers, and the county board.

The 1916 statute retained the trustees for school districts. The trustees' role as custodians of local schoolhouses and as an advisory body to the county board diminished substantially as school consolidation programs in the mid-twentieth century brought about more populous school districts in which one-room schoolhouses were replaced by larger facilities offering a more varied curriculum.

The statute of 1916, with later amendments, established a minimum statewide program of education including courses of study, length of the school year, and certification of teachers. Every Maryland child was required to attend school and achieve a certain minimum competency. Blacks, too, were required to have their children educated, but the separate status of blacks was perpetuated in the mandate for segregated facilities.

With the 1916 law, Maryland finally and fully recognized the value of education and the essential role of state and local government in providing public education for all its citizens. This law, and the plan of education it outlined, proved fundamentally sound. Although it has been often amended, it remains today the basic statutory authority for Maryland's educational system.

Perryville Public School on Susquehanna Avenue, Cecil County, n.d. Robert G. Merrick Photographic Archives, MdHR Gl477-5772.

Appendix A
The Rise of Maryland Academies, 1778–1867

Academy	*County*	*Incorporated*
Lower Marlborough	Calvert	1778
Washington	Somerset	1779
Georgetown School	Kent	1798
Hillsboro School	Talbot	1798
Easton	Talbot	1799
Centreville	Queen Anne's	1803
Baltimore Female	Baltimore	1809
Rockville	Montgomery	1809
Hagerstown	Washington	1810
Warford	Harford	1811
West Nottingham	Cecil	1811
Cambridge	Dorchester	1812
Union	Worcester	1812
Buckingham	Worcester	1813
Brookeville	Montgomery	1814
Bladensburg	Prince George's	1815
Impartial	Frederick	1816
Shrewsbury	Kent	1816
Elkton	Cecil	1817
Church Hill	Queen Anne's	1817
Garrison Forest	Baltimore	1817
Big Pipe Creek	Frederick	1818
New Market	Dorchester	1818
Salisbury	Somerset	1818
Franklin	Baltimore City	1820
St. James'	Baltimore City	1821
Denton	Caroline	1827
Millington	Kent	1827
Pikesville Literary, Scientific and Military	Baltimore	1827
Manchester United	Baltimore	1828
Abingdon	Harford	1829
Cambridge Female	Dorchester	1829
Berlin	Worcester	1829
Newmarket	Dorchester	1829
Washington	Washington	1831
Oakland	Baltimore	1832
Vienna	Dorchester	1832
Govanstown	Baltimore	1832
Prince Frederick Town	Calvert	1832
Boonsborough Female	Washington	1832
Livingston	Baltimore	1833
Little Creek	Harford	1834
Wetipkin	Somerset	1834
Cokesbury	Harford	1834
Deer Park	Baltimore	1834
New Town	Worcester	1835
Havre de Grace	Harford	1835
Upper Marlborough	Prince George's	1835
Leonardtown	St. Mary's	1835
Battle Creek	Calvert	1835
Darlington	Harford	1835
Clear Spring	Washington	1835
Westminister	Carroll	1838
Union	Queen Anne's	1838
St. Michael's Classical and Mathematical	Talbot	1838
Uniontown	Carroll	1838
Friendship	Anne Arundel	1839
Perryville	Cecil	1839
Wolf Bottom	Carroll	1839
Potatoe Neck	Somerset	1839
Washington	Cecil	1840
West River	Anne Arundel	1841
Powel's Run	Baltimore	1841
Hall's Creek	Calvert	1841
Union	Carroll	1841
Island Creek	Calvert	1842
Port Deposit	Cecil	1842
Hopewell	Montgomery	1842
Taneytown	Carroll	1843
Pikesville	Baltimore	1843
Sherwood	Baltimore	1843
Columbian	Baltimore	1844
Green Lane	Baltimore	1844
Plumb Point	Calvert	1845

Academy	*County*	*Incorporated*	*Academy*	*County*	*Incorporated*
Warfield	Anne Arundel	1845	Mechanicstown	Frederick	1849
Welling	Howard	1845	Green Mount	Carroll	1849
Buckingham Academy and Female Seminary	Worcester	1846	Hagerstown Female Seminary	Washington	1852
Frederick Academy of the Visitation	Frederick	1846	Hampden Hall	Baltimore	1856
Union Academy of Emmittsburg	Frederick	1846	Anne Arundel County	Anne Arundel	1856
Frostburg	Allegany	1847	Cambridge Female	Dorchester	1858
			Rock Hall Institute	Howard	1862
			Andrew Small	Montgomery	1867

Appendix B
Records Relating to Education at the Maryland State Archives

Records of educational institutions, exclusive of colleges, and of government agencies concerned with education are generally found in three places. The State Department of Education and the county boards of education retain most of their own records. The State Archives has some records from the State Department of Education, state study commissions, and various local agencies, including Washington Academy in Somerset County. The following compilation lists those records that are directly related to education. No attempt was made to identify other materials that offer potential as reference sources, such as the regular proceedings of county commissioners, which periodically deal with school matters.

Most of the records of state educational agencies at the Maryland State Archives pertain to teaching certificates and to files of study commissions. At the local level the records concern mostly the disbursement of school funds, minutes of meetings of various agencies, and reports on schoolhouses, pupils, teachers, and curricula.

The following summary list of records gives agency name, record series title, and date span of the series.

STATE BOARD OF EDUCATION
(List of Graduating Teachers) 1891–1916
(Teacher Certificate Register) 1902–1916

STATE DEPARTMENT OF EDUCATION
(List of Graduating Teachers) 1916–1933
(General File, Surplus Federal Property) 1944–1954
(Teacher Certificate Register) 1916–1963

GOVERNORS STUDY COMMISSION ON THE STRUCTURE AND GOVERNANCE OF EDUCATION
(General File) 1973–1975

GOVERNORS COMMISSION TO STUDY NEGOTIATIONS WITHIN PUBLIC EDUCATION AGENCIES
(General File) 1970–1974

GOVERNORS COMMISSION TO STUDY THE EDUCATIONAL NEEDS OF HANDICAP CHILDREN
(General File) 1966

COMMISSION TO STUDY STATE AID TO NONPUBLIC EDUCATION
(General File) 1969–1970

ANNE ARUNDEL COUNTY BOARD OF COUNTY SCHOOL COMMISSIONERS
(Proceedings) 1868–1888

ANNE ARUNDEL COUNTY BOARD OF SCHOOL COMMISSIONERS
(Proceedings) 1865–1868

BALTIMORE COUNTY BOARD OF SCHOOL COMMISSIONERS
(Expense Account Book) 1852–1856
(Receipt Book) 1849–1857

CAROLINE COUNTY BOARD OF COUNTY SCHOOL COMMISSIONERS
(Ledger) 1870–1871

CAROLINE COUNTY COMMISSIONERS OF THE CHARITY SCHOOL FUND
(Proceedings) 1825-1854

CAROLINE COUNTY REGISTER OF WILLS
(School Accounts) 1861-1865
(School Fund Papers) 1836-1864

CHARLES COUNTY REGISTER OF WILLS
(School Papers) 1832-1855
(School Reports) 1839-1853

HARFORD COUNTY BOARD OF COUNTY SCHOOL COMMISSIONERS
(Proceedings) 1868-1960

HARFORD COUNTY BOARD OF SCHOOL COMMISSIONERS
(Proceedings) 1865-1868

HARFORD COUNTY COMMISSIONERS OF THE SCHOOL FUND
(Proceedings) 1821-1839

HARFORD COUNTY REGISTER OF WILLS
(School Papers) 1821-1845
(School Proceedings) 1839-1850

PRINCE GEORGE'S COUNTY BOARD OF COUNTY SCHOOL COMMISSIONERS
(Ledger) 1883-1898

PRINCE GEORGE'S COUNTY REGISTER OF WILLS
(Rough School Minutes) 1850-1859
(School Fund Proceedings) 1826-1859

QUEEN ANNE'S COUNTY REGISTER OF WILLS
(School Papers) 1833-1895

ST. MARY'S COUNTY BOARD OF COUNTY COMMISSIONERS
(School Papers) 1839-1895

ST. MARY'S COUNTY BOARD OF COUNTY SCHOOL COMMISSIONERS
(Accounts) 1868-1897
(Annual Reports) 1871-1916
(Proceedings) 1868-1901
(School Reports) 1896-1916

ST. MARY'S COUNTY BOARD OF EDUCATION
(Annual Reports) 1916-1926
(Principals' Annual Reports) 1922-1925

ST. MARY'S COUNTY BOARD OF SCHOOL COMMISSIONERS
(Accounts) 1866 -1868
(Proceedings) 1865-1868

ST. MARY'S COUNTY LEVY COURT
(School Papers) 1838

TALBOT COUNTY BOARD OF COUNTY COMMISSIONERS
(School Ledger) 1840-1848
(School Proceedings) 1835-1842

WICOMICO COUNTY BOARD OF COUNTY SCHOOL COMMISSIONERS
(Free Book Record) 1908-1913

WASHINGTON ACADEMY
(Ledger) 1841-1867
(Miscellaneous Papers) 1770-1867
(Proceedings of the Trustees) 1783-1910

Other resources at the Maryland State Archives include Special Collections, manuscript materials received from private sources, and State Publications, printed materials produced by state agencies. Special Collections contain a variety of documents such as accounts, correspondence, teaching certificates, catalogues, and minutes. One collection, for example, includes the minutes of the trustees of the Anne Arundel Academy, 1855-1925. State Publications include annual and special reports of state education agencies, reports of study commissions, and reports of legislative committees.

This pamphlet is based on research originally done for the Maryland State Archives' Legislative History Project, an ongoing research group preparing biographies of Maryland legislators. The first two volumes of *A Biographical Dictionary of the Maryland Legislature, 1635-1789*, were published by The Johns Hopkins University Press, 1979 and 1984 respectively.

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